

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Kyrene de la Sierra School

Kyrene Elementary District  
1122 E. Liberty Lane, Phoenix, AZ 85048-8426

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Mrs. Elizabeth A. Northup

**Schedule:** 7:15 AM to 3:45 PM

**Web Address:** [www.kyrene.org/schools/sierra/SIERRAHP.HTM](http://www.kyrene.org/schools/sierra/SIERRAHP.HTM)

**E-mail:** [bnorth@kyrene.org](mailto:bnorth@kyrene.org)

**Grades:** K-5

**2002 Enrollment:** 632

**Phone:** (480) 783-1100

**Fax:** (480) 460-1203

## ▼ School Overview ▼

### Mission

Kyrene de la Sierra is located in the Ahwatukee Foothills in Phoenix, Arizona. The school opened in August of 1992 and serves 631 students in Kindergarten through fifth grade. The mission of Kyrene de la Sierra is to foster and facilitate a learning environment where every child is respected and valued, where quality and excellence are pursued and learning is viewed as a lifelong journey.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Teachers with Students for Two Grades

### Instructional Programs

- w On-site Special Education
- w Full-day Kindergarten
- w Gifted Resource Classes
- w Remedial Program K-3
- w Literacy Program, Remedial & Enrichment
- w Math Lab, Remedial & Enrichment

### School/Academic Goals

- w Sierra teachers will work collaboratively to track progress with regard to students becoming proficient in the area of math. We will continue to track the progress of students in the area of reading to measure growth.
- w Sierra teachers will work collaboratively to continue to learn strategies to challenge and support each student through differentiated content, products and instruction.
- w Sierra staff will effectively implement a comprehensive prevention and intervention system for a safe learning environment using site emergency plans. We will also utilize Character Counts Program and other programs to focus on the area of diversity.
- w We will continue to increase the availability, and use of, technology to reflect best practices, utilized by teachers and Sierra students.

### Enrollment

October 1, 2001 School Year Student Enrollment:	635
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	63

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 5 Teacher(s)  
 6 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w School Continuous Improvement Plan  
 w Assist with Assessment Interpretation  
 w School Safety  
 w Extracurricular Activities  
 w Parent/Educator Relations

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.50	Teacher	36.00
Other Professional Staff	0.00	Teacher Aide	17.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	1	3	0	0
7 to 9 years	2	8	0	0
10 or more years	5	11	0	0

## ▽ Shared Responsibilities ▽

### School

The staff at Kyrene de la Sierra is dedicated to meeting the individual needs of each child and recognizes parents as a key to this endeavor. We believe in collaborating with parents to provide a learning experience that promotes excellence and high academic standards for students. Teachers provide timely communication regarding student progress and meet frequently with parents to accommodate individual student needs.

### Parents

Parents are encouraged to attend school functions to recognize and celebrate their child's learning; communicate frequently with their child's teacher; support their child's learning by helping with homework; monitor their child's progress; spend time working in the school and visiting their child's classroom; volunteer their expertise to help improve their school; and serve on school and district committees to ensure that the community is represented in policy and program implementation.

## ▽ Transportation Policy ▽

Kyrene School District provides bus transportation for students who live one mile or farther from the school or live where there are hazards, such as major arterial streets and/or intersections. Transportation is also provided for students with disabilities whose IEPs indicate that transportation is required.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	8/12/02
<b>Average Daily Instruction Time:</b>	5 hrs. 40 min.	<b>Last Day of School:</b>	5/28/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/23/02	1/17/03	3/28/03	5/28/03
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### Additional Calendar/Report Card Information

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In all content areas, the adopted Arizona Academic Standards have been implemented into our Kyrene district curriculum. In foreign language, students in Kyrene take Spanish as a core requirement in grades seven and eight. This fulfills the Foreign Language Standards. The Workplace Standards have been aligned with and embedded in our other curriculum, i.e., technology, language arts, mathematics.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>3</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Computer Labs/Technology Classroom	W Media Center/Library
W Art/Music Classrooms	W PTO/Scout - Community Room

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### Extracurricular Activities

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W Student Council	W Musical Programs
W Art Masterpiece Program	W Academic Assistance Programs
W Sierra Technology Tutors	W Alternate Lunch Recess Program
W Publishing House - Student Writing	W Chess Club

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### School/Community Resources

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W Afterschool Program	W Lunch Program
W YMCA - Sierra Suns Club	W Recreational Activities
W Boy/Girl Scouts	W Community Education Classes & Clubs
W Phoenix Parks and Recreation	W All-day Kindergarten Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |   |
|--|---|
| <p>w Reading assessment using the Kyrene District CASS. End of grade results indicated Sierra students (K-5) increased reading proficiency.</p>                        | <p>w Technology assessments and surveys indicated that Sierra staff and students have implemented technology as a tool of choice to further student learning. Twenty-eight Sierra teachers completed Intel Teach to the Future Class.</p> |
| <p>w Math assessment data at the district, state and national levels for the year 2001-02 indicated Sierra students demonstrated a very high level of proficiency.</p> |   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	10.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.6 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	7.3 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.9 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.2 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Technology Teacher of the Year for Arizona	2000
3rd Grade Student, AZ Dept. of Education Essay Winner	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	105	553	0%	6%	37%	57%
	State	58840	524	9%	17%	45%	29%
Writing	School	98	575	1%	4%	64%	31%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	104	557	1%	8%	36%	56%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	115	536	5%	7%	53%	35%
	State	61305	505	21%	20%	43%	15%
Writing	School	109	564	5%	10%	44%	41%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	115	550	3%	11%	10%	75%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	94	82	60	--	--	--
2	Reading	--	--	--	99	77	50	99	78	52	98	81	53	91	77	57
	Language	--	--	--	100	73	40	100	73	43	100	79	44	94	74	48
	Mathematics	--	--	--	100	85	51	99	83	55	100	90	57	94	81	61
3	Reading	100	70	47	100	79	47	100	79	48	88	79	50	99	73	50
	Language	100	71	49	100	79	51	100	81	54	91	82	56	99	79	57
	Mathematics	100	72	46	100	82	49	100	81	52	93	85	54	99	86	56
4	Reading	97	77	53	96	75	54	95	81	54	96	83	55	92	82	55
	Language	100	65	47	98	67	49	98	73	48	98	78	50	95	73	50
	Mathematics	100	77	51	99	78	54	97	85	55	97	87	57	94	83	58
5	Reading	96	78	51	100	74	51	100	78	51	98	82	51	96	80	53
	Language	97	67	42	100	65	44	100	66	45	99	71	45	97	70	47
	Mathematics	95	83	51	100	83	54	100	86	55	100	88	57	97	88	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>68</b>	<b>70</b>
<b>Grades 3-4</b>	<b>82</b>	<b>73</b>
<b>Grades 4-5</b>	<b>72</b>	<b>87</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sierra has a Safety Committee that has implemented a site emergency plan detailing steps to be taken in the event of an emergency situation. Also, Sierra has a prevention program in place that helps students learn the basic principles of character development. The Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship, from the Character Counts Program, are a part of Sierra's prevention program and modeled for the students throughout the year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,463	\$1,518,784
Classroom Supplies	\$24	\$14,700
Administration	\$418	\$257,753
Support Services-Students	\$215	\$132,413
Other Support Services and Operations	\$703	\$433,632
Total Expenditures- All Categories 2000-2001	\$3,822	\$2,357,282

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Elizabeth A. Northup	(480) 783-1100	
<b>Transportation Policy</b>	Charles Keane	(480) 783-4230	
<b>Community Resources</b>	Christie Winkelman	(480) 783-4053	
<b>School Nutrition Programs</b>	Lynn Hansen	(480) 783-4260	
<b>Parent Organization</b>	Sarah Cox	(480) 460-6277	
<b>Student Health/Nurse</b>	Melissa Dardis	(480) 783-1036	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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